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ABSTRACT

The Experimental Manpower Laboratory for Corrections has conducted continuous experimental studies in offender rehabilitation since the lab was created in 1968. The opportunity to incorporate the findings and products from previous studies by developing a behavioral management model was provided in March 1973, when the lab began its Mount Meigs Project at the Alabama Industrial School at Mount Meigs. Development of the behavioral management model at AIS began in EMLC Phase IV, focusing on fully individualizing the academic program to provide a foundation for the planned student incentive system. Baseline data were collected through all the phases of this individualization.. The incentive system, a token economy, was then introduced in March 1974, to improve the learning rate of AIS students, as assessed by several learning measures. The study is also evaluating the relationship between social reinforcers--the personal interactions occurring during the administration of the token economy--and the more tangible reinforcers that are part of the structure of the token economy. In addition to operating the token economy, the EMLC continued its utilization/dissemination efforts during the reporting period. (Author/JM)

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The Experimental Manpower Laboratory for Corrections

Progress Report on Phase V
March through June, 1974

submitted by

Rehabilitation Research Foundation
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CONTENTS

	Page
Introduction	1
The Mount Meigs Project	5
The Token Economy	5
Contingency Contracting	12
Utilization	15
Other EMLC-Related Projects	25
Work Release Evaluation	25
Behavioral Demography of the Young Offender	27
Alabama Jail Survey	28
Summary	31
Appendixes	
Appendix A, *A Guidebook to the AIS-EMLC Token Economy*	37
Appendix B, Agreement to Participate Form	43

INTRODUCTION

The Experimental Manpower Laboratory for Corrections (EMLC) has conducted continuous experimental studies in offender rehabilitation since the Lab was created in 1968. Seeking new approaches to meeting the particular needs of this disadvantaged population, the EMLC adopted many of the techniques of behavior modification and educational technology for use in its research studies with adult felons at Draper Correctional Center in Elmore, Alabama. The opportunity to incorporate the findings and products from the Draper studies by developing a behavioral management model was provided in March, 1973, when the Lab began its Mount Meigs Project at the Alabama Industrial School (AIS) at Mount Meigs.

The Alabama Industrial School is a reformatory for youthful male offenders between the ages of 15 and 18. It is located about ten miles from Montgomery. The population is usually about 120 students, and the average length of stay is about six months. The range in academic abilities of the students is from functional illiteracy to the twelfth grade. The school provides basic education, physical education, vocational training, and counseling services, all with the purpose of helping the students function more adequately after release.

The students leaving AIS are not always successful in adjusting to the community, however. It is estimated that as many as 75% of the adult offenders in state correctional institutions such as Draper have previously spent time at AIS or other industrial schools. The Mount Meigs Project thus provided the EMLC with an opportunity to intercept the would-be adult felon.

The Lab began by assessing the treatment program operating at AIS at that time. The data collected in this assessment revealed that the student advancement system, while in theory an incentive system in which a student gained his release by progressing through various levels, was not being operated as such. Student performance in the academic classrooms was found to be far lower than desired, even in those basic education classrooms which used the EMLC's Individually Prescribed Instructional (IPI) System as the teaching vehicle. Returns from the forms used to follow up released students showed that few were participating in formal academic or vocational training classes and that only about half of the released students were employed. Two opinion surveys of AIS staff and students were also taken as part of the assessment, and both groups indicated that they were receptive to a more positively oriented treatment program.

The EMLC then reviewed the results of the treatment program assessment. Considering the short time students spend at AIS and the marked educational deficiencies they exhibit, the academic education division program was selected as the starting point for developing the behavioral management model. The relatively restricted classroom setting and the application of educational technology through the use of the IPI System had an obvious potential for improving academic performance, while simultaneously providing a structure for the use of token economy procedures.

Prior to actually introducing the token economy, however, certain preparations and changes were necessary within the academic education division. In July and August, 1973, the EMLC conducted an in-service training program to introduce the academic division staff to the terminology and basic concepts of behavior modification. Then, during the summer vacation period, the classroom building was remodeled to separate the study and recreation areas. An IPI complex and two reading labs were set up in preparation for the new curriculum, in which traditional teaching methods were replaced by the more individualized delivery techniques offered by the IPI System and the EMLC's newly developed Individualized Reading Instructional System (IRIS). When the academic staff returned, a week-long intensive workshop was conducted to explain the operation of IPI and IRIS and the new roles and responsibilities of the faculty. The restructured academic program began operating on September 10, 1973. The EMLC then began fading its direct involvement in the classrooms, shifting the responsibility for operating the program to the AIS academic division staff.

The token economy had been originally planned to begin in late January, 1974. The collection of additional baseline data delayed this introduction until early March, the beginning of Phase V of the EMLC. The report on the token economy operation at AIS from March 1 to June 30, 1974, begins on page 5 of this report. A brief description of the initial contingency contracting effort is also included.

In addition to operating the token economy, the EMLC continued its utilization/dissemination efforts during this reporting period. Of perhaps particular interest is the printing of three monographs presenting validation data for the behavioral assessment instruments used in the 1971 Follow-up Study--the Environmental Deprivation Scale, the Maladaptive Behavior Record, and the Weekly Activity Record. With the current interest in program assessment and evaluation, requests for information about the EMLC's instruments and data collection techniques have been frequent. Conference participation

has also been important in the dissemination of Lab findings. These and other utilization activities may be found in the section beginning on page 15.

Because of reduced funding in Phase V, two studies begun by the EMLC in Phase IV–the Work Release Evaluation and the Behavioral Demography Study–are now being conducted by the Rehabilitation Research Foundation (RRF) through subcontracts with Auburn University at Montgomery. In addition, because of its long-term involvement with the Alabama correctional system and its EMLC-developed expertise in correctional evaluation and assessment procedures, the RRF has accepted a request from the Alabama Board of Corrections to perform an LEAA-funded survey of the Alabama jails system. The progress made on this study and the other two EMLC-related studies is summarized in this report. (See the section beginning on page 25.)

THE MOUNT MEIGS PROJECT

Development of the behavioral management model at AIS began in EMLC Phase IV, focusing on fully individualizing the academic program to provide a foundation for the planned student incentive system. Baseline data were collected through all the phases of this individualization. The incentive system, a token economy, was then introduced in March, 1974, to improve the learning rate of AIS students, as assessed by several learning measures used in the IPI System. The study is also evaluating the relationship between social reinforcers--the personal interactions occurring during the administration of the token economy--and the more tangible reinforcers that are part of the structure of the token economy.

The Token Economy

The EMLC began the token economy by orienting the AIS academic staff and all students to its policies and procedures, as outlined in a booklet entitled *A Guidebook to the AIS-EMLC Token Economy*. (See Appendix A for the contents of the guidebook.) The students toured the reinforcing event (RE) room, a recreation area that had been prepared for use in the token economy. The gymnasium was also to be used as an RE area. Participation in the study was voluntary: students signed an agreement to participate that emphasized that the research data would be confidential and that their decision to either participate or not would in no way affect their AIS status or release date. (A copy of the agreement is included as Appendix B.) Only 4 of the 143 students chose not to participate.

The token economy operated from March 4 through June 4, 1974. For the first 32 days EMLC staff members were directly involved in the classrooms, visiting daily to answer questions and assist in the operation of the system. The RE room was staffed by the EMLC during this period, while AIS staff members were being trained to take over its operation and collect the data. The Lab's involvement was faded during the remaining 31 days, with the AIS academic staff assuming the responsibility for operating the token economy. Weekly meetings with the academic staff, begun in Phase IV, continued. These meetings provided additional opportunities to discuss operational matters.

The Point System

Students were given the opportunity to earn points in three ways. First, points were awarded for the *completion of IPI modules* in mathematics or language skills, either for

passing the module pretest with a score of 84% (and thus going on to the next module) or by studying the module and passing the posttest. The number of points assigned to each module was based on difficulty in terms of the average time of completion for that module. Modules ranged in value from 1 to 46 points, but most were worth less than 10 points.

Points were also awarded for *studying*. Each teacher checked once an hour at random, awarding one point to each student who in her judgment was studying his IPI material. Three points were awarded each hour to students studying IRIS materials, since the reading material modules do not have validated average times of completion and, therefore, could not be assigned appropriate point values based on difficulty.

The third way in which points could be earned was *punctuality*. Students who arrived at class on time, i.e., before the late bell rang, were awarded one point.

Points were recorded on a card issued weekly to each student. The staff member awarding the points punched the card using a punch that made a distinctive symbol. This procedure protected against counterfeit punches while identifying the teacher issuing the points. The average number of points earned in one day by a student was nine. As the points were spent, they were crossed out on the card. Any points not spent by the end of the week were carried over as "savings" to the next week's card.

Students could spend their token economy points in four ways. The first way was to purchase *a conduct grade* in the school's Conduct, Effort, and Initiative System. These conduct grades were awarded daily by the academic teacher, vocational instructor, and dorm counselor. At the end of the week the grades were averaged and entered on the student's record. The conduct grades influenced his status and accompanying privileges at AIS, but did not affect his release date. In the token economy, the student could purchase his daily conduct grade from the academic teacher (but not from the vocational instructor or dorm counselor). The highest grade, a "3", cost five points per day.

Students could also purchase *free time in the gymnasium*. The cost of an hour in the gymnasium was initially four points and was later raised to six. Once in the gymnasium, students could choose from a variety of group games, including basketball, badminton, Ping-Pong, checkers, and chess. A trampoline and swimming pool were also available.

The third reinforcer offered was *free time in the RE room*, a classroom converted to an attractively decorated lounge and recreation area. The RE room contained a television, a stereo record player with earphones, a shuffleboard, a bumper pool table, and a Ping-Pong

table. Table games and a wide variety of current magazines, donated by the publishers, were also available. Entrance to the RE room cost eight points for an hour (later changed to ten points), and the student then had access to any of the equipment on a "first come, first served" basis.

The fourth way students could spend their points was for *consumable items* from the RE room. These items included cigarettes, fruit punch, cookies, popcorn, and candy. The student had to purchase his free time in the RE room before he could buy any of the consumable items, however.

The gymnasium and RE room were open to students throughout the class day. At the beginning of the class hour the student indicated that he wanted to spend that hour in the gymnasium or RE room, and the teacher crossed out the necessary number of points on his card. Data collected at this time, however, indicated that students did not use the RE room during the first hour each morning or during the hour following the lunch period. It was then decided to close the room during these hours, as this would not affect student use of the room and would allow time for cleaning. Additionally, the RE room was closed one hour each Friday afternoon to inventory supplies.

Measures of Student Performance

Baseline data on three IPI measures–efficiency quotient, mean module posttest score, and learning rate–had been collected for several months prior to implementation of the token economy, using the records kept by the AIS academic division staff. A fourth measure, the number of IPI tests passed per student, was added in February, 1974, to provide additional data on student performance. Data were collected and graphed for all four measures during the 63 days the token economy was in operation.

The *efficiency quotient (EQ)* represents the percentage of module tests passed divided by the tests taken. It reveals two important aspects of performance: how well the student has studied and, indirectly, how well the learning manager has monitored the student's progress. Figure 1 shows the EQ for the various phases of the EMLC's involvement in the AIS academic program. The EQ for the token economy period was 55%, which means that the students were passing about one of every two posttests. There is a significant difference ($t = 2.23$, $df = 61$), however, between the two halves of the token economy phase. During the first half, when EMLC involvement was more direct, the EQ was 59%, as contrasted with an EQ of 51% for the second half, when the AIS staff assumed more of the responsibility for the token economy operation.

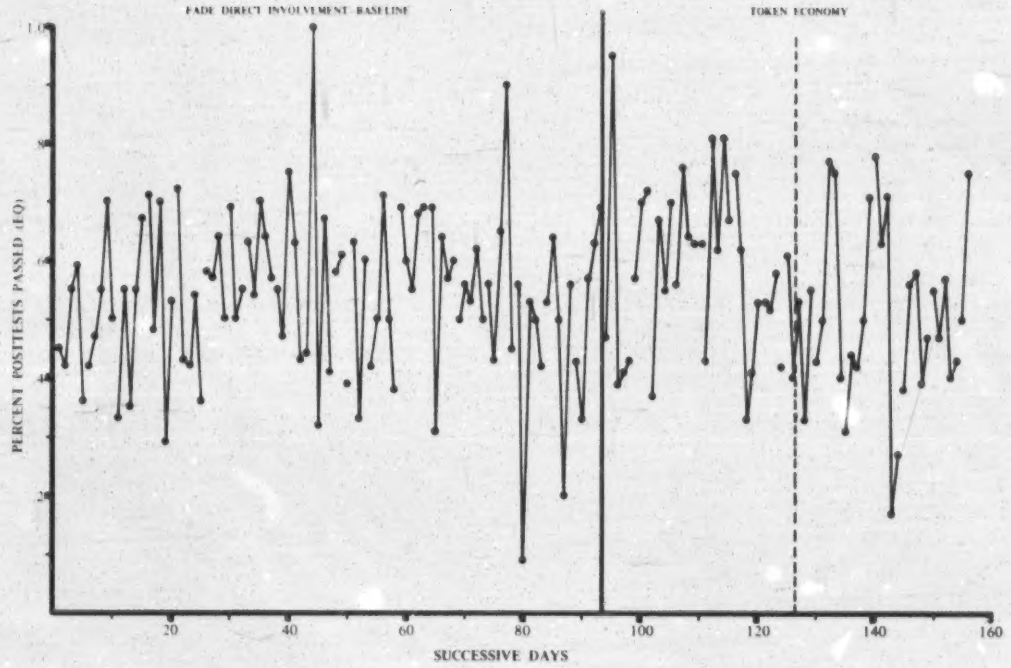

Fig. 1. Efficiency quotient (EQ). (The EQ represents the percentage of posttests taken that were passed.)

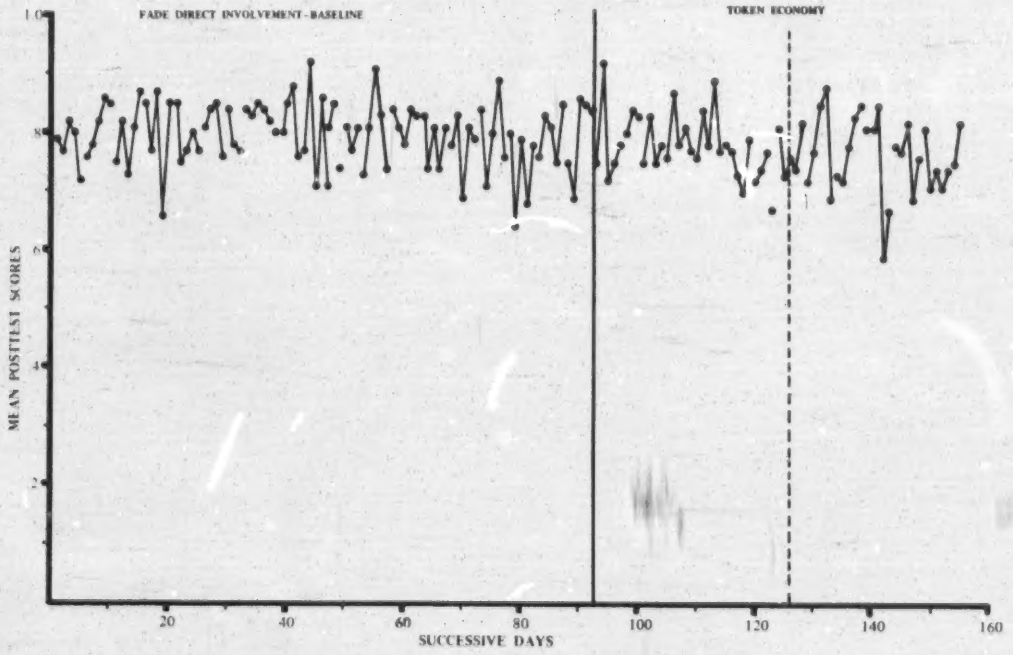

Fig. 2. Percentage of correct answers on IPI module posttests.

To pass the module posttest and go on to the next module, the student must answer a minimum of 84% of the questions correctly. The *mean module posttest score*, then, is another measure of how well the student has prepared for the posttest. Figure 2 indicates that for the 93 days immediately preceding the token economy phase the mean module posttest score was 80%. This decreased slightly during the token economy–78% for the first half and 77% for the second–but none of these differences are statistically significant.

The third performance measure, *learning rate*, was added after the academic program was restructured in EMLC Phase IV. It is computed by dividing the estimated time for a student to complete a particular module of work by the time he actually took. (Actual time does not include the time required to take module pre- and posttests.) The estimated times being used were derived empirically from data collected in EMLC studies conducted at Draper Correctional Center.

Learning rate increased significantly (t = 2.96, df = 123) during the first half of the token economy (.86) as compared to the preceding 93 days of baseline (.69). There was a significant decrease to .68 during the second half of the token economy (t = 2.09, df = 61), as shown in Figure 3.

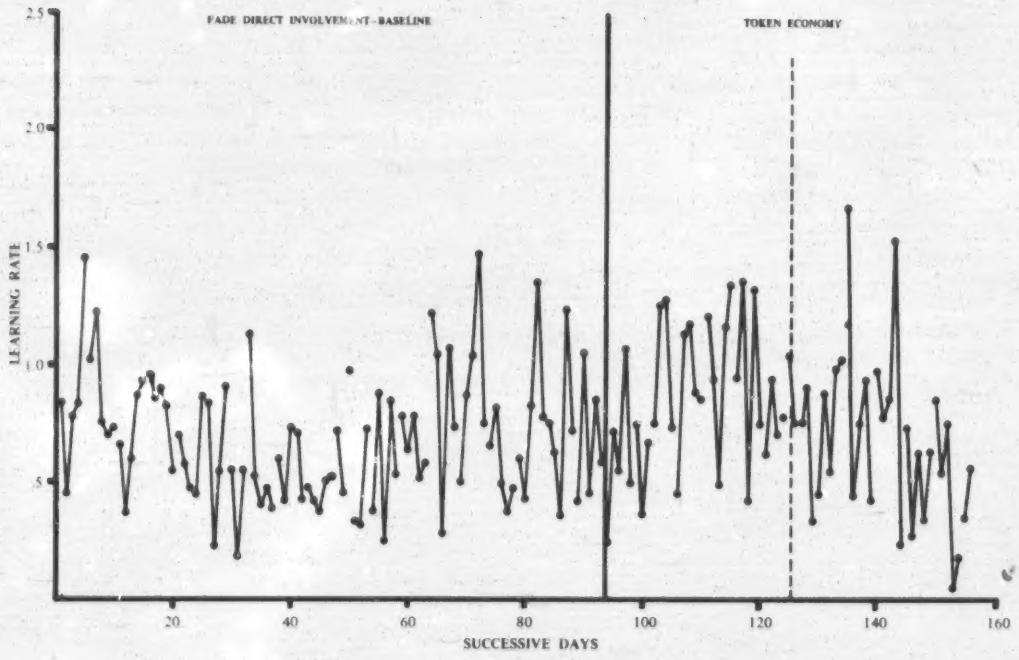

Fig. 3. Learning rate. (Learning rate equals estimated study time divided by actual study time per module.)

The most recent measure to be added, the *number of IPI module tests passed per student* each day (both pre- and posttests), was recorded for 15 days immediately preceding the implementation of the token economy. Figure 4 indicates a significant increase in this measure from .34 in the baseline period to .48 (t = 3.061, df = 44) in the first half of the token economy. In the second half of the token economy, however, the number of tests passed per student fell significantly to .33 (t = 4.16, df = 60).

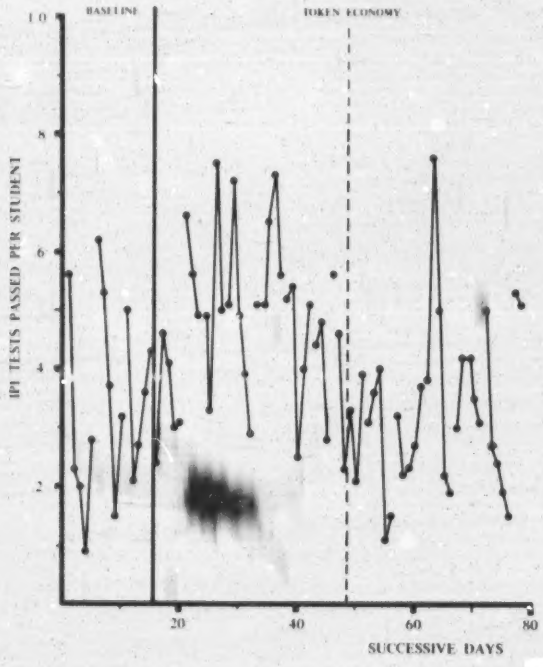

Fig. 4. Number of IPI module tests (pre- and posttests) passed per student.

Effects of the Token Economy

While the data analysis is too preliminary to allow definite conclusions as to the effects of the token economy, two observations can be made. First, positive results were seen in the measures of productivity (learning rate and IPI module tests passed per student). No such results are seen in the efficiency measures (EQ and mean module test score), however. Second, all performance measures declined in the second half of the token economy, when the AIS academic staff assumed the responsibility for its operation. The measures in the second half showed declines from the baseline period as well, although the declines were not statistically significant.

A number of intervening variables may have influenced the data, e.g., changes in AIS policy regarding student privileges. These would not entirely explain the differences in performance within the token economy phase, however. One possibility is the *Hawthorne effect*: as the "newness" wore off, student performance declined. Another possibility is that even though the AIS staff members were trained in the procedures and technical consultation was provided, the necessary commitment to the token economy system was missing. The continued absence of the AIS superintendent from the weekly staff meetings throughout the token economy phase may indicate that active administrative support for the teachers' participation was absent.

The study returned to baseline and data were collected through June, 1974. When these data are analyzed the effects of the token economy can be determined. Then, too, the reason for the apparent decline between the halves of the token economy phase may be clarified.

Popularity of Reinforcers

Data were also recorded on the number of points earned and spent by the students. During the 63 days that the token economy operated, 31,601 points were earned by the participating students. Forty-four percent of the points were used to enter the RE room, 22% were used to enter the gymnasium, 20% were used to purchase consumable items, and 14% were used to purchase grades. Among the consumable items available in the RE room, cigarettes ranked first, fruit juice and cookies second, popcorn third, and candy last in popularity.

A detailed analysis of the ways in which points were spent will be included in the final report for this project. In terms of cost, however, the expense for the consumable items sold in the RE room was approximately $15 per week, while the room served essentially the entire student population each week. The other reinforcers–games in the gymnasium, television, magazines, etc.–were either previously available or donated to the school. Thus the cost of some very popular reinforcers was negligible, a fact worthy of notice for institutions considering implementing a token economy.

Classroom Observations

Classroom observations were part of the EMLC's original assessment of the AIS treatment program and continued throughout the baseline phases. In December, 1973, a change was made in the types of activities observed to facilitate the evaluation of the

role social reinforcement plays in operating a token economy. Previous classroom observations had focused on the on-task behavior of students and teachers and on classroom disturbances. The new observation method added another component: the interaction of the teacher with the student in terms of frequency and nature of the interaction, including any verbal praise or admonishment. The student's response to the teacher's behavior was also recorded. The observations continued through the token economy phase and the return to baseline.

The data collected in these observations are not completely analyzed, but initial indications are that the teachers had not changed at all in their interaction with the students during the token economy. Social reinforcement had been discussed in the behavior modification training the teachers received, but they had not been specifically instructed to pair this reinforcement with the awarding of points. In fact, some instances of negative interaction occurred when students asked about the points they had earned and the teachers became annoyed. It would therefore seem that social reinforcement was not an important factor in the facilitative effects of the first half of the token economy and that the absence of this reinforcement may underlie the decline in the performance measures in the second half.

Contingency Contracting

EMLC involvement at AIS was not limited to the academic division. Intervention was also begun in Phase IV in the social services department. In interviewing the social services staff, the Lab found that counseling was generally considered to be a key ingredient in institutional adjustment. There were, however, no quantifiable means for the social workers to evaluate the effectiveness of their counseling. The Lab's experience with contingency contracting suggested that this was a method that the social workers could use to measure their impact. Additionally, the introduction of contingency contracting could facilitate the development of a more positively oriented approach to resolving disciplinary problems.

Three workshops were conducted by the EMLC in November, 1973, to introduce the social workers to the principles and techniques of contract writing. Then, since the academic teachers, vocational instructors, and dormitory counselors would be directly involved in contract negotiations, an additional series of workshops was conducted during December, 1973, and January, 1974, for the remaining AIS staff members.

A pool of eligible students was selected for contracting. Generally, these students presented the staff with a number of behavior problems, refusing to work in class, arguing with the teachers and other students, and fighting with students. One of these students was selected in Phase V as the initial subject in the contingency contracting program.

An EMLC staff member then interviewed the student to determine which of the reinforcers available at AIS he would work to receive. All AIS staff who had direct contact with the student were also interviewed to determine the target behaviors. After the interviews were completed, EMLC and AIS staff met with the student to negotiate and complete the terms of the contract.

A daily and weekly monitoring system was begun to ensure that the conditions of the contract were being met, i.e., that the behaviors were being engaged in and the reinforcers were being delivered at the appropriate times. During the monitoring it was discovered that reinforcers were being given without regard to the conditions of the contract. This problem was discussed in meetings with AIS staff, but, because of the staffing pattern, too many staff were involved with the student to adequately implement the contracting procedures.

Additional contracting was therefore postponed until the staffing patterns can be reorganized. The behavior of the student appeared to be improving, but the data collected were insufficient to determine whether this change was due to the contracting. The potential for the use of contracts at AIS remains, however, and the EMLC may be able to explore it more fully later in Phase V.

UTILIZATION

The utilization and dissemination activities of the EMLC are important corollaries of the research being conducted, for they encourage use of Lab products and adoption of techniques perfected in the experimental studies. These activities take many forms, ranging from preparation of products to participation at conferences and workshops to orientation of visitors at the Lab's site at the Alabama Industrial School.

Of special note for this reporting period is the completion of three technical monographs dealing with the behavioral assessment instruments used in the 1971 Follow-up Study. With the growing interest in program evaluation, demand for information on these instruments has risen sharply.

Another utilization highlight is the presentation of an award for the Correctional Officer Training Package. The award, given by the National Society for Performance and Instruction, was for "quality instruction in a special topic." The EMLC continues to receive many requests for the training package from institutions and agencies interested in providing staff training in behavior change techniques.

The technical monographs and Correctional Officer Training Package represent only a small segment of the EMLC's utilization and dissemination efforts. The various additional activities for this reporting period are reported upon in this section.

Products Completed

1971 Follow-up Study Monographs

The results of the 1971 Follow-up Study of released offenders are being reported in a series of monographs, each dealing with a particular aspect of the study. Three monographs on the behavioral assessment instruments were printed during this reporting period. The titles are: (1) *The Environmental Deprivation Scale (EDS): The Role of Environmental Factors in the Analysis and Prediction of Criminal Behavior and Recidivism*, (2) *The Maladaptive Behavior Record (MBR): The Role of Maladaptive Reaction Patterns in the Analysis and Prediction of Criminal Behavior and Recidivism*, and (3) *The Weekly Activity Record (WAR): A Measure of Time Allocation in the Analysis and Prediction of Criminal Behavior and Recidivism*. Each monograph explains the use of the instrument in the study and presents validation data.

Correctional Surveys

Two surveys that examine correctional policies in the United States were completed and submitted to professional journals for publication. "A Survey of the Study-Release Policies of American Correctional Agencies" was prepared by Mr. Robert R. Smith, Dr. John McKee, and Dr. Michael Milan. The second paper, entitled "A Survey of Ex-offender Employment Policies of American Correctional Agencies," was authored by Mr. Robert R. Smith, Mr. Larry Wood, and Dr. Michael Milan.

Individualized Instructional Lesson

A programmed lesson, *The Use of Decimals*, was completed for use in the Individually Prescribed Instructional System. This lesson teaches the addition, subtraction, multiplication, and division of decimal numbers and percentages. The target population is adults deficient in these basic arithmetic skills.

Pacesetter Issues Printed

Two issues of *Pacesetter*, the EMLC's bimonthly newsletter, were printed and distributed during this reporting period. The issues described the token economy at AIS and the EMLC-related studies being conducted by the RRF (the Work Release Evaluation, Behavioral Demography Study, and Alabama Jail Survey). The availability of several new publications was also announced. *Pacesetter* now reaches a national audience of nearly 2,200 persons and plays an important part in the EMLC's dissemination process.

Products in Progress

'Hypothesis-Generating Studies' Monograph

The 1971 Follow-up Study had two broad objectives: the analysis of criminal behavior and the evaluation of institutional treatment. Accordingly, specific factors were selected for examination. However, certain additional trends emerged, the significance of which was weakened by lack of data and controlled observation. These trends are treated as separate studies and described as bases for further research in a monograph entitled *Hypothesis-Generating Studies Emerging from the Longitudinal Assessment of Released Offenders*. The monograph is presently in draft form.

Maladaptive Behavior Record (MBR) Manual

The MBR is one of the behavioral assessment instruments used by the EMLC in its follow-up studies to analyze the adjustment of the ex-offender in the community and

to predict recidivism. A manual for the use of this instrument has been drafted and is presently being reviewed.

Correctional Officer Training Book Chapter

EMLC staff are drafting a chapter to be included in *Training in Behavior Modification*, edited by Dr. Martha Bernal. The book will provide a comprehensive coverage of staff training programs in the United States, particularly those which have a data base. The Lab's chapter will describe the Correctional Officer Training Project conducted at Draper Correctional Center.

Major Revisions in the Individually Prescribed Instructional (IPI) System

EMLC staff are completing revisions of the IPI System that will form the second edition of this basic education delivery system. The revisions have two major objectives: (1) to replace out-of-print materials with others that should be available for at least the next two years and (2) to improve and update the IPI System components (e.g., the Prescribing Catalog and module tests) to reflect the changes in the instructional materials. The revisions will also replace estimated study times for modules with mean study times derived from field test data wherever possible.

Individualized Reading Instructional System (IRIS) Revisions

Early data from field testing of IRIS indicate that the placement process seems to be working well, but that some changes within the reading tracks may be necessary. If further data confirm these observations, some modules may be divided to provide earlier task completion. Other modules, particularly those in the higher tracks, may be resequenced. There is also some indication that the borderline scoring procedure that places a student in either Track I or II may need some refinement.

Correctional Officer Training Journal Article

A journal article is being prepared that will describe the Correctional Officer Training Project conducted by the EMLC at Draper Correctional Center. This project trained line staff officers to function as behavior change agents. The article will also compare the medical model and social learning theories of treatment.

Product Distribution

Creating an awareness of the availability of EMLC products is a vital part of the product distribution process. The *Pacesetter* regularly announces the most recent

publications, and conference presentations make frequent references to papers and products available from the Lab. Additionally, the publications list is often distributed at professional meetings, conferences, and workshops. Other methods of announcing products are used as well, including the direct mailing of information brochures on particular products to personnel in selected professional fields.

Numerous requests for publications result. Between January 1 and June 30, 1974, the total number distributed in response to requests was 1,446. Of these 1,153 were mailed and 293 were given as handouts on site and at various conferences and workshops. (Because the January and February, 1974, distribution was not totalled in time to be included in the *Phase IV Final Interim Report*, figures for those months are included in the totals reported here.) The distribution totals do not include the *Pacesetter*, which was mailed regularly to its nearly 2,200 readers, or the totals for the Correctional Officer Training Package, which are reported separately later in this section.

It is interesting to note the wide variety of agencies and programs requesting publications. Requests came most frequently from personnel in education, especially college professors and psychologists, and corrections, particularly federal, state, and county correctional administrators. Publications were also mailed in response to requests from business and industry, community services, criminal justice services, mental health (hospitals and special programs), research programs, and vocational and technical education. The number of requests from mental health and criminal justice planning and training centers has increased noticeably during this reporting period. The total number of requests received from *all* areas was 419.

The Correctional Officer Training Package has been of such particular interest that the figures for its dissemination are being reported separately. A total of 202 complete 17-booklet sets were distributed, and 46 booklets were sold individually. Booklets are often purchased individually for use in training programs dealing with a single aspect of behavior modification; for example, the contingency contracting booklet has been sold to elementary and secondary school systems for use in in-service training for teachers. Most of the requests for the package have come from correctional administrators and police training agencies, with a considerable number coming from Canadian correctional agencies. Many college and university psychology departments and professors have purchased the package. It is also being used for mental health staff training, both in correctional and mental retardation units. The use of the package in disciplines other than

corrections is not unexpected, since the behavior modification principles and techniques explained in the booklets are broadly applicable to many target populations.

Another area of considerable interest has been behavioral assessment. Two manuals that describe the behavioral interviewing technique and the use of the Environmental Deprivation Scale are frequently requested, as is a paper entitled *The Measurement and Prediction of Criminal Behavior and Recidivism: The Environmental Deprivation Scale (EDS) and the Maladaptive Behavior Record (MBR)*, a summary technical report on the two instruments. The final report on the 1971 Follow-up Study has been widely distributed since it was completed in February, 1974, and the accompanying monographs on the individual instruments (printed during this reporting period) are expected to be equally popular.

Visitors

A total of 58 people from 3 states and the Virgin Islands visited the EMLC's offices during the current reporting period. Several of the visitors were psychology and law enforcement students touring AIS and the token economy operating there. Others represented a veteran's assistance project, a drug treatment program, and a youth development center, seeking information on the IPI System and IRIS. A visitor from a consulting firm in Georgia reviewed the programming of the Correctional Officer Training Package.

Of special note is the visit of Mr. Roy Lynch of the Virgin Islands, arranged by the ALEPA office in Montgomery. Mr. Lynch was visiting various programs to consider adopting their designs for use by his youth corrections agency. He was particularly interested in methods of motivating student learning.

EMLC staff also provided orientation and training in IPI, IRIS, and contingency management for Mr. Arthur Reynolds, the Director of Education and Special Services for the Kentucky Department of Corrections. Four principals from Kentucky institutions accompanied Mr. Reynolds. Their visit was part of a continuing interest in EMLC work, for many of the Kentucky correctional institutions are presently using the IPI System in their basic education classes. Plans are to begin using IRIS in at least one institution soon.

Attendance at Professional Meetings

Alabama Psychological Association (aPA), Gulf Shores, Alabama, April 5-6.

This meeting is held primarily for the presentation of student papers. Drs. John McKee and W. O. Jenkins attended the meeting.

12th Annual Convention of the National Society for Performance and Instruction (NSPI), Miami Beach, April 16-20.

The Society's 1973-74 award for "quality instruction in a special topic" was presented to the RRF and Ms. Betty Pennington for the *Correctional Officer Training Package in Behavior Modification*. Ms. Pennington, who programmed the training package, accepted the award at the convention banquet. Dr. John McKee also attended the convention.

20th Annual Meeting of the Southeastern Psychological Association (SEPA), Hollywood, Florida, May 2-4.

This meeting, presented in conjunction with the Florida Psychological Association and the Florida Association of School Psychologists, was attended by Drs. John McKee and Michael Milan.

Conferences, Seminars, and Workshops

- The Eighth Midwinter Conference for Adult Educatica was held in Harrisburg, Pennsylvania, February 21-24, too late to be included in the utilization section of the *EMLC Phase IV Final Interim Report*. The conference was sponsored by the Pennsylvania Association for Public Continuing Adult Education, the Pennsylvania Association for Adult Education, and the Pennsylvania Department of Education (Division of Adult Education). The conference theme was "Lifelong Learning for Fuller Living." Dr. John McKee spoke on the topic of "Application of Behavior Theory to Correctional Practice."

- The 4th Alabama Symposium on Justice and the Behavioral Sciences, with the theme of "Blacks and the Criminal Justice System," was held in Tuscaloosa on February 24-27 (also too late to have been included in the previous report). Dr. John McKee participated in a panel discussion dealing with the topic of "Treatment Programs with Blacks." Another staff member, Ms. Farris Lawrence, was part of an ex-offender panel presenting a discussion entitled "Voices from Within Speaking Out."

- Dr. John McKee conducted a workshop at the conference on Behavior Modification and Social Design sponsored by the Jefferson County (Colorado) Mental Health Center

in Denver, March 20-22. His presentation highlighted several EMLC studies, including the Ecological (Token Economy) Study, the Correctional Officer Training Project, and the use of contingency management in the IPI System. He also appeared on a panel at this conference; the topic of the discussion was "Redefining the Social System," with Dr. McKee contributing information on the use of behavior modification in corrections.

- Dr. John McKee and Ms. Betty Pennington attended a "Sound-On-Slide" workshop in Atlanta, March 26-29. The workshop, sponsored by the Bureau of Prisons, Region 6, was designed to train correctional educators in the development and production of sound/slide individualized programs.

- Mr. John Phillips represented the EMLC at the Second National Workshop on Corrections and Parole Administration at San Antonio, Texas, on March 26-29. This workshop initiated the dissemination and technical assistance phase of the American Correctional Association's Parole-Corrections Project, which is funded by the U. S. Department of Labor.

- A workshop for correctional educators was held in Chicago at the University of Chicago's School for Continuation of Education on April 1-2. The workshop was sponsored by the American Bar Association's Clearinghouse for Offender Literacy Programs, and participants from eight states attended. Mr. Paul Cayton presented a system's approach to individualizing the teaching of reading, explaining the EMLC's Individualized Reading Instructional System (IRIS). Mr. Cayton is the primary developer of IRIS.

- Dr. John McKee participated in a symposium presented by the Duke University Institute of Policy Sciences and Public Affairs held at Durham, North Carolina, April 8-9. The theme of the symposium was "Rehabilitation and Punishment: Challenges for the Seventies." Dr. McKee spoke on the successes and failures of manpower programs for corrections. He also addressed an undergraduate seminar in the Administration of Justice, discussing correctional research and the work of the EMLC.

- The 5th Annual Conference in Behavior Modification, sponsored by the University of Moncton, was held in Moncton, New Brunswick, Canada, on May 26-31. The topic of the conference was "Applied Behaviorism." Dr. John McKee made three presentations dealing with the EMLC's Ecology (Token Economy) Study, the Correctional Officer Training Project, and the use of contingency management in basic education and rehabilitation programs. He also was a member of the panel discussing humanistic behaviorism and ethical issues.

- The Law Enforcement and Criminal Justice Program of the University of Alabama sponsored the Juvenile Probation Workshop for juvenile probation officers, held at Tuscaloosa on June 24-28. Dr. John McKee spoke on the topic of "Changing the Values of the Institutionalized Juvenile." His presentation centered on the need to restructure the criminal justice system to provide continuity of care and to create community treatment settings for youth. The problems involved in developing an efficient and effective treatment program were also discussed.

Other Utilization Efforts and Directions

Professional Paper Published in Textbook

A paper written by Dr. John McKee and entitled "The Use of Contingency Management to Affect Learning Performance in Adult Institutionalized Offenders" has been published in *Control of Human Behavior: Volume Three, Behavior Modification in Education*, edited by Roger Ulrich, Thomas Stachnik, and John Mabry. The paper, which described several studies conducted at Draper Correctional Center, was presented at the 1971 meeting of the American Psychological Association in Washington, D. C. The publisher is Scott, Foresman and Company.

Technical Consultation

- Dr. Michael Milan consulted with Desmond Place, located in Montgomery. Desmond Place is a drug rehabilitation treatment center with both a residential and outpatient component for young men and women between 16 and 21 in age. Dr. Milan provided information on behavior therapy and token economy systems, assisting the staff in determining behavioral objectives for their program.

- Dr. John McKee is serving as a consultant to the Ohio Department of Mental Health and Mental Retardation, Division of Forensic Psychiatry. Dr. McKee is working with the Lima State Hospital Project, determining methods to improve interstaff relations, staff and patient morale, and professional and line staff competency.

University Teaching and Invited Lectures

The involvement of EMLC staff in university teaching has continued in this reporting period. Two staff members taught courses in penology and behavior modification at Auburn University at Montgomery during the spring quarter, and one is teaching criminology in the summer quarter. Additionally, Dr. McKee has presented addresses on correctional

research, hiring of the ex-offender, and juvenile and adult correctional systems to a psychology class at Troy State University, the Psi Chi honorary in psychology at Auburn University, and the Auburn Chapter of the American Society for Personnel Administration. Such university involvement on the part of Lab staff provides an excellent opportunity to inform large groups about Lab findings and proposed changes in correctional practices.

College Corps Program

The College Corps program began in 1963, with college students serving as paraprofessional staff in various experimental studies. The program has continued to the present. A sociology major from Auburn University at Montgomery earned credit for work with the EMLC during the spring quarter, and a student majoring in vocational rehabilitation at Troy State University is currently assisting with classroom observation and data collection.

Civic Presentations and Involvement

Staff members are often asked to speak at meetings of various civic groups, including church groups, Junior League, and men's clubs. One example of such dissemination activity is an address made by Mr. Robert R. Smith to members of the National Organization for Women at a meeting in Montgomery on March 23. Mr. Smith presented the alternatives to institutionalization, particularly community-based corrections. Such presentations help stimulate public interest in correctional reform and the work of the Lab.

EMLC staff have also continued to serve on the Advisory Committee to the City and County (Montgomery) Correctional Systems and a study committee of the Alabama State Bar Association. This involvement increases the impact of EMLC findings by providing a means for them to be built into program planning and evaluation.

Conference Program Planning

Dr. John McKee is acting as the Program Committee Chairman for the Seventh Annual Behavior Modification Institute. The conference is to be held in Tuscaloosa, Alabama, on September 9-11, 1974, and will be of special interest to personnel involved in mental health and mental retardation treatment and care. Two general sessions will be presented on the topics of new developments in applied behavior analysis and ethical issues of behavior change. Questionnaires have been mailed to determine interest in subject areas suggested as part of the Institute's program; the topics for the workshops will be determined on the basis of the results from the questionnaire.

EMLC Products Being Adapted

The EMLC has given permission for two of its products to be adapted for special purposes. One, the *Guide for Employment Service Counselors in Correctional MDTA Programs*, is being rewritten as a guide for use in implementing Project Re-Con in California. The project is being operated by the California Jaycees and other interested groups.

The second product is the Environmental Deprivation Scale (EDS), being used by a research project of the National Coordinating Committee for Justice under Law. The project will use the EDS to measure social adjustment of convicted offenders before and after participation in a rehabilitation program. The interview form will be enlarged to include specific probes pertaining to each item.

The EMLC is pleased to grant permission for such adaptations of its products, recognizing that much of the value of these products lies in their versatility for use in many different programs and settings.

OTHER EMLC-RELATED STUDIES

The studies reported on in this section are being conducted by the RRF rather than the EMLC. However, two of them, the Work Release Evaluation and the Behavioral Demography of the Young Offender, were begun by the EMLC in its fourth phase of operation. Both of these studies, plus the Alabama Jail Survey, are included here because they were made possible by the developmental work done by the EMLC. All three of these studies are taking advantage of the evaluative instrument development that was done in the two major follow-up studies conducted by the EMLC while at Draper Correctional Center.

The participation of the RRF in these studies results from its affiliation with Auburn University at Montgomery (AUM), which is receiving funds from the Alabama Law Enforcement Planning Agency for the Work Release Evaluation and the Behavioral Demography Study. The Jail Survey, conducted by AUM for the Alabama Board of Corrections, also employs RRF staff and expertise.

Work Release Evaluation

Prior to the EMLC's Phase IV evaluation of the Alabama Work Release Program, most assessments of work release focused on what happened during the program, e.g., dollars earned by participants and rates of abscondence from the program. The Lab expanded these concerns to include an assessment of the postrelease effects of work release, using the battery of behavioral assessment instruments developed and validated in the 1969 and 1971 Follow-up Studies. The work release evaluation model being developed will provide a method for obtaining more objective, quantifiable data for program assessment and planning.

The work release evaluation is structured in phases. The first 12-month phase of the study was conducted by the EMLC, as reported in the *Phase IV Interim Final Report*. The second phase of the evaluation, in which the EMLC is no longer involved, began in February, 1974. This section summarizes the progress made in the work release evaluation, essentially updating the information in the *Interim Final Report*.

Overview of Study Design

The study compares three groups of subjects: (1) men who met the work release selection criteria and spent over 59 days in the program, (2) men who met the selection

criteria but did not participate in the program, and (3) men who did not meet the selection criteria and did not participate in the program. Female work releasees are also included, but because the numbers are so small, no comparison groups have been established for them. The data for the women will therefore be analyzed separately from those for the men in the final report on the study.

The geographical area for the first phase was a 25-mile radius of Montgomery; this has been expanded in the second phase to a 50-mile radius of Montgomery and Birmingham for the men and a 50-mile radius of Montgomery for the women. All work releasees within the study areas are being behaviorally interviewed at 3 and 12 months after release. The interviewers are using the EDS, MBR, and WAR, as well as interview guides designed to collect demographic data and information specific to the work release program. Those release participants in the study areas who are not interviewed will be accounted for in terms of whether they absconded or recidivated. Work releasees who do not settle near Montgomery or Birmingham will be accounted for as "outside the study areas."

Summary of Current Data

The first work release participants were released or paroled in April, 1972. In the following 23 months, 320 men and 48 women have been involved in the program. Of these, 68% of the men and 77% of the women have successfully completed the program and have been released or paroled. The remainders of the male and female populations may be accounted for as follows: 11% of the men and 4% of the women escaped; 18% of the men and 8% of the women were removed from the program because of disciplinaries; and 3% of the men and 11% of the women were removed from the program for administrative reasons (e.g., detainers, transfers, and inmate request for removal).

As of June 15, 1974, 76 of the men had been accounted for in the study areas, and 53 of these had been given a 3-month postrelease interview. Twenty-four of these 53 men had also received a 12-month interview by this time. The remaining 23 subjects who had originally been in the study areas were unavailable for an interview for various reasons, e.g., parole violation or moved from study area.

The average age of the men interviewed was 36.4 years. Over half of them (54.5%) had served sentences for crimes against persons, 28% had served sentences for an earlier felony, and 96% had been released on parole. The reported average educational level was 10.2 years. The racial composition of the group was 34% black and 66% white.

The financial consequences for the men while they were participating in the work release program are of particular interest. For the men who were interviewed, each of whom had spent an average of 5.8 months in the program, the average work release salary was $132 per week, the average accumulated amount of earnings was $2,648, and the average amount of savings at the time of release or parole was $616.

Upon their release from the program and their entry into the free world, 82% of the men interviewed remained on the jobs that they had when they were in the work release program. Those who did change to new jobs had those jobs arranged prior to their release from the program. Of particular note is the fact that 100% of the men interviewed at three months postrelease were working at that time, as contrasted with 75% of the subjects in the two comparison groups. Moreover, the work release participants who were interviewed at the three-month interval had made more money and had worked more than those men who had not participated in the program.

A more diagnostic measure of the work releasees' adjustment to the free world is their scores on the EDS and MBR. High scores on the EDS are indicative of poor environmental support for adaptive behavior, while high scores on the MBR reflect generally maladaptive (inappropriate) interaction patterns. Both the EDS and MBR scores for the work release participants were noticeably lower than those for men in the control groups, reflecting the more successful postrelease adjustment of the work releasees.

Interviewing will continue through September, 1974. It is anticipated that a total of 80 to 85 3-month interviews and 44 to 46 12-month interviews will have been given by this time. Law encounters of the subjects will then be verified by checking county court and state records. The final report will be prepared in January and February, 1975.

Behavioral Demography of the Young Offender

The EMLC's Tuscaloosa Project, conducted in Phase IV in Tuscaloosa, Alabama, compiled data from confidential pre-trial investigation folders on samples of parolees, probationers, and young offenders who had been granted a Youthful Offender Motion (YOM) and placed on probation. (The YOM, based on the 1971 Federal Youthful Offender Act and the Alabama Youthful Offender Act, allows special treatment for offenders between 16 and 21 because of their age.) Appreciable differences emerged between the groups in such areas as education, socioeconomic status, employment, and criminal history.

As the EMLC collected these data, it became apparent that no other studies had been conducted with youthful offenders that provided detailed comparisons between

probationers, parolees, releasees, misdemeanants, and youths who had no criminal record. The studies that had been done were largely demographic and typically compared only two groups. No information was available on the environmental situations and behavior patterns of these youthful offenders. The Behavioral Demography Study was then proposed to provide this information. The overall goal is "to identify the specific behaviors that lead to the commission of criminal acts by young offenders so that a basis for effective treatment and intervention can be established."

The study is examining five groups of male subjects: (1) prison parolees, (2) probationers, (3) prison releasees, (4) misdemeanants (excluding felons), and (5) a control group of youths who have no record of criminal offenses. Ages will range between 18 and 25, with emphasis being placed on securing subjects in the 18-21 age group, the more "youthful" offenders. All subjects will be volunteers, matched as closely as possible by demographic characteristics (e.g., age, ethnicity, marital status, and education). There will be 25 subjects in each of the five groups.

The process of locating and interviewing subjects began in February, 1974. Records of parolees and probationers are being supplied by the Alabama Board of Pardons and Paroles to identify potential subjects, while the Alabama Board of Corrections is cooperating by providing the records of releasees.

During this reporting period 45 potential subjects were located and contacted, and 32 were interviewed. These subjects were primarily probationers and controls. The instruments used in the interview include the EDS, MBR, WAR, and several interview guides designed to collect demographic and early life history data. Identification and location of subjects are presently continuing. It is anticipated that interviewing will be completed by late November or early December, 1974.

The Behavioral Demography Study also has a component similar to the EMLC's College Corps. Arrangements have been made for AUM students to receive in-service training and participate in a pilot study of the juvenile offender. The EMLC's behavioral assessment instruments–the EDS, MBR, and WAR–have been modified for use with juveniles in this pilot study.

Alabama Jail Survey

The third EMLC-related study is the Alabama Jail Survey being conducted through AUM for the Alabama Board of Corrections. The survey has a number of distinct goals:

1. To provide a demographic inventory of those people who are detained in Alabama jails
2. To design a comprehensive reporting system for the Alabama jail system
3. To design a jail inspection procedure for the state, primarily directed toward generating a system of feedback
4. To help design a legislative bill to insure accurate reporting of jail statuses in order that all jails might meet a series of statewide standards

The jail survey will be carried out by site visits to the some 300 jails in Alabama. The visits will be made by jail inspectors working for the study. The survey that will be administered to the chief jailer of each detention facility will be a comprehensive form inquiring into the areas of administrative and fiscal matters; availability and type of activity and treatment programs for residents of the jails; the nature and condition of the physical plants; the demography of the staffs in the jails, including those for whatever training programs exist; and, finally, the characteristics of the detainees themselves. Data obtained from the site visits and accompanying surveys will be analyzed by computer in an attempt to determine what should be done to improve and standardize the Alabama jail system.

The form for the survey has been finalized and field tested. Staff training will begin July 8 to explain the use of the form and demonstrate interview techniques. Consistency of data reporting will be stressed. Data collection will then begin July 22 and continue for 12 to 15 weeks.

The survey staff hope to come out with strong recommendations for diversion of "public nuisance" inmates from the jail system to other treatment programs. For those inmates who constitute a public menace, recommendations will be made for broader and more effective treatment in the jails, including psychiatric, medical, educational, and vocational programs.

SUMMARY

The Mount Meigs Project

The collection of baseline data in the AIS academic education division continued to the end of Phase IV. Then, on March 4, 1974, the token economy was introduced to improve the academic performance of the students. The 139 students involved voluntarily agreed to participate in the study, in which they earned points for completing IPI modules, studying, and arriving punctually for class. These points could be used to purchase an AIS conduct grade, free time in the gymnasium, and free time in the RE room, where consumable items were also available. A weekly punch card for each student was used to record the points earned and spent.

The token economy operated through June 4, a total of 63 days. For the first 32 days EMLC staff members were directly involved in the classrooms and the RE room, assisting in the operation of the system. The Lab's involvement was faded during the remaining 31 days, with the AIS academic staff assuming the responsibility for operating the token economy. The study then returned to baseline and data were collected through June.

The data analysis is too preliminary to allow definite conclusions about the effects of the token economy, but changes were seen in the performance measures. There were positive results in the measures of productivity (learning rate and IPI module tests passed per student). No such results were seen in the efficiency measures (EQ and mean module test score), however. All performance measures declined in the second half of the token economy, when the AIS academic staff assumed the responsibility for its operation. The return-to-baseline data may indicate the reason for the apparent decline between the halves of the token economy phase.

Utilization

Utilization activities during this reporting period were many and varied, with conference and workshop attendance and participation receiving special emphasis. Several professional meetings were also attended by EMLC staff. Dissemination continued to be an important activity, and several new products were completed for distribution. Perhaps chief among these were three technical monographs dealing with the behavioral assessment instruments used in the 1971 Follow-up Study. Another utilization highlight was the national award received for the Correctional Officer Training Package.

Other EMLC-Related Projects

In the first of these projects, the Work Release Evaluation, work continued from Phase IV. The geographical area for the study was expanded, and interviewing of work releasees continued. As of June 15, 1974, a total of 53 male work releasees had been given a 3-month postrelease interview, and 24 of these 53 men had also received a 12-month interview. Female work releasees are being interviewed as well. Interviewing will continue through September, 1974.

The Behavioral Demography Study, the second EMLC-related project, builds on the data collected in the Phase IV Tuscaloosa Project to identify the specific behaviors that lead to the commission of criminal acts by young offenders. Behavioral interviews are being used to collect data. During this reporting period 45 potential subjects were located and contacted, and 32 were interviewed. Data collection will be completed by late November or early December, 1974.

The third project, the Alabama Jail Survey, will be carried out through site visits to collect information on administrative and fiscal matters, physical facilities, existence of treatment programs, staffing, and demographic characteristics of the inmates. A form has been developed for the reporting of this information. Data collection will begin in July and continue for three to four months.

APPENDIX A

A Guidebook to the AIS-EMLC Token Economy

a guidebook to the

AIS-EMLC TOKEN ECONOMY

Introduction

Background

THE ALABAMA INDUSTRIAL SCHOOL (AIS) AND THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS (EMLC) HAVE WORKED TOGETHER DURING THE PAST YEAR TO DEVELOP THE AIS-EMLC TOKEN ECONOMY. THE FIRST PHASE OF IMPLEMENTING THE TOKEN ECONOMY WILL FOCUS ON THE ACADEMIC DIVISION OF THE SCHOOL.

THE STUDENT POPULATION AT AIS HAS A WIDE RANGE OF ACADEMIC ABILITIES AND NEEDS. THE ACADEMIC CURRICULUM HAS BEEN INDIVIDUALIZED FOR THEM THROUGH THE USE OF PROGRAMMED INSTRUCTION. THE INDIVIDUALLY PRESCRIBED INSTRUCTIONAL (IPI) SYSTEM PROVIDES STUDENTS WITH TRAINING IN LANGUAGE AND MATHEMATICS SKILLS. THE INDIVIDUALIZED READING INSTRUCTIONAL SYSTEM (IRIS) PROVIDES STUDENTS WITH TRAINING IN BASIC READING SKILLS.

THE TOKEN ECONOMY IS A FURTHER DEVELOPMENT IN THE EFFORT TO MAXIMIZE THE VALUE OF ACADEMIC TRAINING AT AIS. IT IS A SYSTEM DESIGNED TO MOTIVATE IMPROVED STUDENT PERFORMANCE IN THE SCHOOL. STUDENTS WILL EARN TOKENS (POINTS) FOR PASSING TESTS, STUDYING, AND PUNCTUALITY. THEY WILL BE GIVEN THE OPPORTUNITY TO EXCHANGE THOSE POINTS FOR AN ARRAY OF REINFORCERS (THINGS THEY LIKE TO DO OR GET). MANY OF THE REINFORCERS WILL BE AVAILABLE IMMEDIATELY (E.G., ACCESS TO GROUP OR INDIVIDUAL GAMES, TO MUSIC OR TELEVISION, TO SNACKS AND CIGARETTES). OTHER MORE INTERMEDIATE OR LONG-RANGE REINFORCERS (E.G., TRIPS TO MOVIES OR LOCAL SHOPPING AREAS) WILL BE DEVELOPED.

Description of the School

THE ACADEMIC SCHOOL PROVIDES ACADEMIC TRAINING FOR ALL STUDENTS AT AIS. STUDENTS SPEND THREE HOURS EACH DAY IN THE ACADEMIC CLASSROOM: THE REMAINING TIME IS ALLOCATED TO VOCATIONAL TRAINING, ORGANIZED RECREATION, GROUP AND INDIVIDUAL COUNSELING, AND FREE TIME IN THE DORMITORIES.

THREE CLASSROOMS ARE USED IN THE IPI PROGRAM AND TWO IN IRIS. THE ROOMS ARE WELL LIGHTED AND SPACIOUS, USUALLY WITH FEWER THAN TEN STUDENTS PER CLASSROOM. TWO ROOMS ARE SET ASIDE FOR THE TEACHING OF ELECTIVE COURSES OF PARTICULAR INTEREST TO THE STUDENTS. THE GYMNATORIUM AND ONE OTHER ROOM ARE USED AS REINFORCING EVENT AREAS--THOSE AREAS IN WHICH STUDENTS MAY SPEND THE POINTS THEY HAVE EARNED IN THE CLASSROOMS.

Description of the Students

STUDENTS AT AIS HAVE BEEN COMMITTED TO THE CARE OF THE SCHOOL FROM JUVENILE AND FAMILY COURTS THROUGHOUT ALABAMA. THEY RANGE IN AGE FROM 15 TO 18 YEARS. THE AVERAGE LENGTH OF STAY AT THE SCHOOL IS ABOUT SIX MONTHS.

THE AVERAGE STUDENT AT AIS SCORES FOUR GRADES BEHIND HIS AGE GROUP ON STANDARDIZED ACHIEVEMENT TESTS. THE RANGE IN ACADEMIC ABILITIES IS FROM FUNCTIONAL ILLITERACY TO THE TWELFTH GRADE.

The Token Economy

THE TOKEN ECONOMY IS A SYSTEM FOR THE SPECIFICATION OF ACHIEVEMENT-ORIENTED BEHAVIOR AND THE ENCOURAGEMENT OF SUCH BEHAVIOR THROUGH THE APPLICATION OF THE PRINCIPLES OF LEARNING. IT ENABLES THE SCHOOL TO DEVELOP A SYSTEM OF PERFORMANCE ACCOUNTABILITY, WHILE AT THE SAME TIME ESTABLISHES A MOTIVATIONAL SYSTEM FOR THE STUDENTS. THERE ARE THEN TWO COMPONENTS OF A TOKEN ECONOMY:

1. AN ACCOUNTABILITY SYSTEM FOR MONITORING PERFORMANCE IN THE CLASSROOM. RECORDS OF INDIVIDUAL STUDENTS' LEARNING ACTIVITY ARE MAINTAINED. THE STRUCTURE OF THE TOKEN ECONOMY (POINT VALUES AND EXCHANGE SCHEDULES) WILL REFLECT THE NEEDS OF THE STUDENTS.
2. A MOTIVATIONAL SYSTEM WHICH FOCUSES THE REINFORCERS CURRENTLY AVAILABLE AT THE SCHOOL TOWARD THE ACADEMIC DEFICIENCIES OF THE STUDENTS.

THE TOKEN ECONOMY IS LIKE A MINIATURE UNITED STATES ECONOMY THAT USES TOKENS AS THE MEDIUM OF EXCHANGE INSTEAD OF REAL MONEY. THE TOKENS USED IN THE ECONOMY WILL BE REFERRED TO AS "POINTS."

How the Token Economy Works

How and Where to Earn Points

ALL STUDENTS CAN EARN POINTS FOR THREE DIFFERENT ACTIVITIES:

1. POINTS WILL BE AWARDED FOR COMPLETION OF IPI MODULES. A MODULE IS COMPLETED WHEN THE STUDENT PASSES A MODULE TEST. IF THE STUDENT PASSES THE MODULE PRETEST, HE WILL BE AWARDED THE POINTS FOR THAT MODULE AND BE ASSIGNED TO A NEW MODULE. IF HE DOES NOT PASS THE PRETEST, HE WILL BE REQUIRED TO STUDY THE MODULE, WRITING ANSWERS TO ALL FRAMES. WHEN THE STUDENT PASSES A POSTTEST, HE WILL BE AWARDED THE POINTS FOR THAT MODULE. A SCHEDULE LISTING THE POINT VALUE FOR EACH IPI MODULE MAY BE FOUND INSIDE THE BACK COVER OF THIS HANDBOOK.
2. POINTS WILL BE AWARDED FOR STUDYING. EACH ACADEMIC TEACHER WILL CHECK ONCE EACH HOUR TO SEE WHICH STUDENTS ARE STUDYING. EACH IPI STUDENT WHO IS STUDYING WILL RECEIVE ONE POINT. SINCE IRIS STUDENTS DO NOT EARN MODULE POINTS, A MAXIMUM OF THREE POINTS WILL BE AWARDED TO IRIS STUDENTS FOR EACH HOUR OF STUDY.
3. POINTS WILL BE AWARDED FOR PUNCTUALITY. STUDENTS WHO ARRIVE AT THE CLASSROOM ON TIME WILL BE AWARDED ONE POINT. STUDENTS WHO RETURN FROM THE GYMNASIUM OR RECREATION ROOM ON TIME WILL EARN ONE POINT.

EACH STUDENT WILL BE ISSUED A POINT CARD ON MONDAY WHICH WILL BE USED FOR THE ENTIRE WEEK. POINTS WILL BE AWARDED ON THE CARDS BY MEANS OF A PAPER PUNCH. EACH TEACHER HAS A PUNCH WITH A DIFFERENT SYMBOL WHICH WILL INDICATE WHERE POINTS WERE EARNED. A SAMPLE POINT CARD IS ON THE FOLLOWING PAGE.

How and Where to Spend Points

THERE ARE FIVE WAYS TO SPEND POINTS THAT HAVE BEEN EARNED:

1. STUDENTS MAY PURCHASE THEIR GRADE IN THE SCHOOL'S INDIVIDUAL CONDUCT, EFFORT, AND INITIATIVE RATING SYSTEM. GRADES MUST BE PURCHASED DAILY. THE WEEKLY GRADE WILL BE THE AVERAGE OF THE FIVE DAILY GRADES. THE COST OF A GRADE OF "2" WILL BE 3 POINTS EACH DAY. THE COST OF A "3" WILL BE 5 POINTS EACH DAY.
2. STUDENTS MAY PURCHASE FREE TIME IN THE GYMNATORIUM. THE COST WILL BE 4 POINTS FOR EACH HOUR IN THE GYM. THIS WILL BE CHARGED BY THE TEACHER BEFORE THE STUDENT LEAVES THE ROOM.
3. STUDENTS MAY PURCHASE FREE TIME IN THE RECREATION ROOM. THE COST FOR TIME IN THE RECREATION ROOM WILL BE 8 POINTS PER HOUR. FOUR POINTS WILL BE CHARGED BEFORE THE STUDENT LEAVES THE ROOM. THE OTHER 4 WILL BE CHARGED WHEN THE STUDENT ENTERS THE RECREATION ROOM.
4. SNACKS AND CIGARETTES WILL BE AVAILABLE FOR PURCHASE IN THE RECREATION ROOM. A GLASS OF FRUIT PUNCH WILL COST ONE POINT. ONE CIGARETTE WILL COST ONE POINT. PRICES FOR ADDITIONAL ITEMS WILL BE POSTED.
5. OTHER INTERMEDIATE OR LONG-RANGE ACTIVITIES WILL BE MADE AVAILABLE. SUCH THINGS AS TRIPS TO MOVIES OR LOCAL SHOPPING AREAS WILL BE SCHEDULED.

This is your record of daily earnings and expenditures in the token economy project. You should carry it with you at all times and present it to your teachers upon request so that credits and debits may be posted to your account, and you should turn it in to your homeroom teacher at the end of each day.

THE AIS-EMLC TOKEN ECONOMY PROJECT is a joint project of the academic division of the ALABAMA INDUSTRIAL SCHOOL, Mt. Meigs, Alabama, and the EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS operated by the REHABILITATION RESEARCH FOUNDATION, P. O. Box 3587, Montgomery, Alabama, 36109.

Name _____ AIS-EMLC POINT CARD Week of _____

PUNCTUALITY

CLASSROOM PERFORMANCE

TEST ROOM PERFORMANCE

SAVINGS (1 Pt. Each)

SAVINGS (4 Pts Each)

TOTAL EARNINGS

(Previous Total) _____

(Earned This Week) _____

(New Total) _____

APPENDIX B

Agreement to Participate Form

AGREEMENT TO PARTICIPATE

I have read or have had explained to me the policies and procedures of the Academic School Token Economy as stated in the manual titled *A Guidebook to the AIS-EMLC Token Economy*. All questions I have concerning these policies and procedures have been answered to my satisfaction, and I understand the obligations of each student who participates in the token economy to the school and the obligations of the school to each student who participates in the token economy. I further understand that the only results of my decision to participate in the token economy will be those outlined in the above manual and that it will in no way influence either my status in the Alabama Industrial School or the date of my release from the Alabama Industrial School.

I have been informed that all information concerning my earnings and expenditures in the Academic School Token Economy will be maintained separately from all other school information, that it will be used for research purposes only, and that my name or any specific information concerning these earnings and expenditures by which I may be identified will not be released without my written permission. I have also been informed that all information gathered through observations made in the classrooms by staff members of the Experimental Manpower Laboratory for Corrections or their designated agents will be maintained separately from all other school information, that it will be used for research purposes only, and that my name or any specific information derived from these observations by which I may be identified will not be released without my written permission.

My participation in the Academic School Token Economy is completely voluntary. I understand that I may discontinue my participation in the token economy at any time by giving three days' notice. I also understand that my decision to discontinue my participation in the token economy will in no way influence either my status in the Alabama Industrial School or the date of my release from the Alabama Industrial School. By my signature I certify that I have read or have had read to me this agreement, that all questions I have concerning it have been answered to my satisfaction, and that I agree to participate in the token economy in accord with the considerations stated above.

AGREED TO AND SIGNED BY: _____

NAME (typed or printed): _____

WITNESSED BY: _____

NAME (typed or printed): _____

WITNESSED BY: _____

NAME (typed or printed): _____

DATE: _____
Month Day Year

EMLC/AIS A-1 4/9/74